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ABSTRACT

The use of historical records and documents can help students to connect more meaningfully to the past, and lead them to an increased understanding of and participation in their communities. The Regents of New York State have included the use of historical records and documents in their recommendations for the improvement of elementary and secondary education. This report addresses the means by which New York State classroom teachers may network with archivists, librarians, museum educators, and county, town, and village historians in order to improve history instruction. A number of model programs that embody cooperative relationships using documents and records to enhance teaching are described. The report also makes recommendations concerning teacher training, technology, the role of the state, and funding requirements. (DB)

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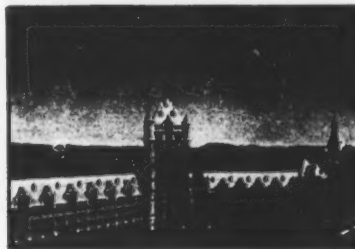
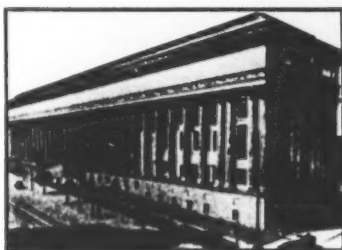
Teaching for the Future.

RECOMMENDATIONS FOR THE IMPROVEMENT OF TEACHING USING HISTORICAL RECORDS.

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NEW YORK STATE COUNCIL
FOR THE SOCIAL STUDIES



NEW YORK STATE HISTORICAL
ASSOCIATION



CAPITAL DISTRICT
COUNCIL FOR THE
SOCIAL STUDIES

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A special thanks to the Directors and Superintendents of the many organizations that lent us experts to compile the written portions of this timely report.

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PREFACE

*"The present contains nothing more than the past, and
what is found in the effect was already in the cause."*

Henri Bergson-Creative Evolution

The assembled panel of experts, drawn from a consortium of educational institutions across the state and with additional advice from our colleagues in similar institutions in the nation, have sought to formulate a document that will define an agenda for the New York State Education Department and other educational and cultural agencies throughout the state in providing access and promoting use of historical records in education.

Our goal was to prepare an analytical report and recommendations on the use of historical records. We have proposed a framework for action to direct the development of these areas of instructional and archival programs. We believe that we have provided a careful and systematic assessment of the interconnecting of the many schools, archives, and historical agencies in the state. We have further sought to identify how the newly revised curriculum in social studies and other subjects in our schools can best benefit from the archival materials available in New York State.

We urge all those concerned with preserving and transmitting our cultural heritage to pursue an aggressive course in turning our findings into facts. Archival materials provide a rich link to our past. They must not only not be ignored or forgotten, they must be put to use in educating us for a better future.

David Golden
Chairperson
June 30, 1989

MISSION STATEMENTS

NEW YORK STATE COUNCIL for the SOCIAL STUDIES

The purpose of this association is to improve the teaching of social studies, to promote awareness and understanding of the spectrum of contemporary and historic problems, and the professional; well-being of its members in order to best serve the needs of students.

This association achieves its purpose by:

- a. Encouraging research, experimentation, and the professional and personal cooperation of its members.
- b. Holding public discussions and programs.
- c. Sponsoring articles which best serve the welfare of students.
- d. Sponsoring the publication of desirable articles, studies, reports, and surveys.

NEW YORK STATE HISTORICAL ASSOCIATION

This association promotes and encourages the study of history and original historical research.

The New York State Historical Association seeks to disseminate a greater knowledge of the history of the State by means of lectures, meetings, pilgrimages, addresses and the publication of material and literature on historical subjects.

The Historical Association strives to coordinate and promote the work of local historical societies and other institutions interested in history.

CAPITAL DISTRICT COUNCIL FOR THE SOCIAL STUDIES

The purpose of this regional unit is to consider the specific professional problems of this particular group. The Capital District Council holds public discussions and programs. The Capital District Council makes available and distributes social studies materials of interest to individuals and schools. The Capital District Council for the Social Studies cooperates with the New York State Council and other cultural institutions.

INTRODUCTION

Educators today face the challenge of helping students develop a sense of community and identity. The pressures and pace of modern life have contributed to the diminished pride and participation in community activities and decisions. An understanding of the community and its history and development can lead to the students' feelings of belonging and being a part of a social group.

As educators, we share a common belief that our past is the key to our future. Too often, the study of our past is condensed into textbook format which generalizes the past into tiresome and impersonal narrative. Documents and historical records such as newspapers of the day, diaries, school records, inventories, ads, photographs, songs, early catalogs, and letters connect the students with the past in the most direct means possible. They allow students to "touch the past" and see history in a much more realistic light. Students can learn from both the fact and the feeling of history from the perspective of those who have lived the events of the past by reading and analyzing these documents. History becomes personalized and can lead to an increase in family and community identity.

The Regents Action Plan for the Improvement of Elementary and Secondary Education makes significant demands for curriculum change and improvement. Included in these recommendations is the use of historical records and documents.

The New York State Social Studies program at each grade level identifies concepts, generalizations and skills that are the focus of study K-12. The emphasis throughout this revised curriculum is on social history. Social history, an approach that deals with themes and topics of everyday life, is reflected in the curriculum "postholes", grades 7-12. Each of the ten "postholes": life cycles; home and family living; schools and education; labor and work patterns; political participation; religion; crime and punishment; leisure; literature, arts and music; and styles and fashions can be documented with appropriate primary source materials that focus on common people and everyday events.

The interdisciplinary approach strongly recommended by the State Education Department[SED], can be effectively accomplished through the use of documents. These historical records can also be used to develop social studies skills such as getting, using and presenting information, making inferences, drawing conclusions, and in the application of the information and skills in decision making, problem solving, critical thinking and valuing as recommended in the Syllabus.

Though records and documents are especially useful in the classroom, teachers have neither the time nor the locational skills to match appropriate materials to the units they teach. In addition, teachers often lack knowledge of the range of materials available, where they can be found and how they can be used. The New York State Board of Regents and the State Education Department[SED] cannot expect teachers to use documents and records without providing a means to do so. In addition, archivists, librarians and other keepers of documents and records are not familiar with curriculum mandates and teacher needs. Therefore, their ability to be helpful to the education community is diminished.

Connecting these two groups, clients and providers, for their mutual benefit can be accomplished in a variety of ways. Teachers will gain access and learn how to use records. Archivists will broaden their audiences, stretch the use of their collections and interconnect with classroom teachers. Ultimately, the student in the classroom benefits.

THE PURPOSE OF THE REPORT

Vast and rich resources-records, documents and other primary source materials-available in more than 4,000 local government units, 500 historical agencies, 2200 public libraries, 175 colleges and universities across New York State need to be made available to teachers. To this end, the New York State Council for the Social Studies[NYSCSS], the Capital District Council for the Social Studies[CDSCSS] and the New York State Historical Association[NYSHA] applied for a grant from the Documentary Heritage Program of the New York State Archives and Records Administration[SARA] to study the problem of how records and documents could be utilized more effectively in the classroom.

Networking of classroom teachers with archivists, librarians, museum educators, county, town and village historians, for the overall improvement of instruction while meeting the requirements of the NYS Regents' Action Plan for the Improvement of Elementary and Secondary Education is the main issue addressed in this report. Recognizing the curriculum mandates, teacher needs, and the rich cultural resources of New York State, we offer a series of recommendations. We seek to improve and strengthen the connections between teachers, charged with curriculum and testing requirements, and cultural agencies, charged with the task of preserving their valuable, yet underutilized historical records collections.

ADVANTAGES

Historical records exist everywhere within the nation, state, and local governments, archives, museums, libraries, historical societies, private collections and other repositories. Some repositories, e.g., the State Archives and Records Administration[SARA], have materials on national and statewide issues, themes and developments.

The time is right for using historical records in the classroom, due to a fortunate confluence of events and directions in the state and nation. There is currently strong national support for the role of history in social studies education, as evidenced by the attention given to recent books, articles and speeches on the topic by William Bennett, E.D. Hirsch, Diane Ravitch, Chester Finn, and Paul Gagnon. This public support has exerted pressure on many states to increase the amount of time spent teaching history in the schools and to improve the quality of curricular offerings.

At the same time, changes in the discipline of history itself point to new directions for the teaching of history in elementary and secondary classrooms. Social history, an approach that deals with themes and topics drawn from everyday life, has been at the forefront of historical research for nearly twenty years. However, the changes in the field have just begun to influence the precollegiate curricula. Currently, bellweather states are moving to integrate sociohistorical topics such as work and leisure, death and dying, family life and child rearing into the K-12 programs required or recommended in state schools.

The use of social history themes and content in elementary and secondary school programs has distinct advantages. The concepts and ideas of the field integrate easily into and compliment most social studies programs. Social history enables students to assess changes and continuities over time in familiar areas of human activity. This relevance gives meaning and personal significance to historical content. Social history deals with topics that are intrinsically interesting and consequently have power to motivate students many of whom are less than excited about traditional historical topics.

In New York State, historical understandings are incorporated into all levels of the K-12 social studies curriculum. The social history approach through primary source materials has great relevance. The New York State fourth grade social studies program introduces students to major trends in U.S. history using people, places, events and materials drawn from their local community. For example, students might study Westward Expansion by exploring the Erie Canal, a local example for many of New York state's students.

In the two year seventh and eighth grade social studies program **United States and New York State History** program, social history is recommended as a focus, and specific social history themes are identified in the curriculum. In grade eleven social studies, students are again exposed to United States History, with an emphasis placed on the post-industrial United States.

At each of these levels, social history offers an approach to the past that is congruent with the students' cognitive capacities and compatible with their interests. The use of documents introduces students to historical evidence and the research process with secondary benefits of developing reading and interpretive skills. When sharing the materials between English and social studies classes, teachers would focus on areas such as writing styles, word usage, grammar and biographical materials.

Use of historical records is not restricted to the teaching of social studies but, with proper introduction, it enters many courses of study. The creation of interdisciplinary units of instruction should be a goal of all educational programs. Environmental issues within the State are amply documented in our repositories and can further the teaching of the natural and earth sciences. Primary source documents offer rich, engaging teaching material. Archival materials also offer a welcome change of pace from the standard narrative presentations that dominate textbook materials. Documents and other primary sources present an insight into the factual record of the particular time period. The variety of modes of presentation appeal to a wide range of learning styles in the classroom. In addition, primary source documents place the student in the role of historical detective, a role likely to generate curiosity and motivate interest in historical content.

With the proper application of documents in the classroom it is possible to instill a sense of history. Students can visualize their place in a multicultural society, promoting a respect for themselves and empathy for others. Teachers can encourage a sense of community and family relationships. Encouraging the use of documents in the classroom would build the necessary links to valuable school and community partnerships.

Though teachers are generally enthusiastic about the integration of social history into the the social studies program, many are overwhelmed by the task of identifying, collecting and organizing resource materials. The **New York State Board of Regents and New York State Education Department[SED]** could make an outstanding contribution by addressing this need.

MODEL PROGRAMS

Throughout New York State many successful programs connecting teachers with archives, libraries and other cultural agencies have been developed. Here is a representative sampling serving as models of different cooperative relationships using documents and records to enhance teaching at many grade levels.

FRANKLIN D. ROOSEVELT LIBRARY

The Franklin D. Roosevelt Library, part of the National Archives, together with the Franklin and Eleanor Roosevelt Institute have developed an educational program which introduces high school students to historical research and encourages teachers to use historical resources in their classrooms. In the initial three years of this program, 1200 high school students have experienced research at the library and 50 teachers have attended the **"Teaching With Documents"** workshops. Students work with correspondence, memoranda, reports, photographs, maps and other archival materials. Some of them see material which was classified ***"TOP SECRET"*** when it was created; material meant for the eyes of the President and his top advisors only. All of them see the raw, undigested, uninterpreted documents of history. They use the same material that is seen by the Arthur Schlesingers, Frank Freidels, Joe Lashs- the same papers which hopefully were used by the writers of their textbooks.

John Ferris, Archivist/Educator
FDR Library
Hyde Park, NY 12538

ALBANY URBAN CULTURAL PARK

The Albany Urban Cultural Park has produced successful projects that use historical resources, New York State mandates, teacher input, and other historical agencies. All of the programs are based on Albany's history or New York State history in general and take into consideration mandates for a variety of subject areas. One successful program is the **Erie Canal Packet**. It was our feeling that teachers needed primary resource material in their classrooms and that selections could be based not only on social studies mandates but other disciplines as well.

After working with a variety of teachers and archival agencies, an outline for the Packet was developed. The Erie Canal Packet is based on 51 historical documents which are used throughout the various exercises or could be used for individual needs. Other programs which have incorporated the use of historical materials for teachers are a hands on exhibit, in-school programs, and walking tours. The various programs are based on State Education Department[SED] mandates and also allow the students to actively participate in the learning process.

Michele A. Puleo
AUCP Program Specialist
Quackenbush Square
Albany, NY 12207

WORKSHOPS

Workshops have been developed and presented, which introduce teachers to the use of archival documents in their American History courses. These workshops are a hands-on approach, with teachers developing their own document lessons. These workshops allow the instructor, **Thomas Gray**, to share his extensive collection of historical resources and teaching lessons.

Some other projects include the development of a 6 session workshop introducing the teaching with documents. This will be presented this Fall at the Cayuga-Onondaga Teacher Center in Auburn, NY.

Thomas Gray is currently working with the educational staff at the National Archives in developing 2 Social Issues Research Series kits on Westward Expansion and other projects. The presenter has made many trips to Washington, DC, partially funded by his District.

Thomas Gray
DeRuyter Central School
DeRuyter, NY 13052

STATE AND LOCAL DOCUMENTS

Seventh and eighth grade students in **East Greenbush, NY** worked on a unit involving 18th Century death records gathered by their teacher, **Susan Owens**, from the Rensselaer County courthouse. Students compared the causes and ages of death over the past 100 years.

The death records from the early 1800's became the basis of a wonderful interdisciplinary unit that included math statistics, computer graphing, research skills, word processing, displaying information, science and social studies. Students analyzed the collected data and created

displays that were presented to the **New York State Board of Regents** as examples of effective uses of documents and records in teaching social history.

Ultimately, these students employed many of the skills required by the curriculum such as gathering, organizing, evaluating and presenting information.

Susan Owens
East Greenbush Schools
East Greenbush, NY 12061

HISTORIC CHERRY HILL

An exciting pilot program, using **DHP** Grant support, entitled **Different Voices, Different Truths: The 1827 Murder at Cherry Hill** has been developed by **Historic Cherry Hill**, Albany, NY., with advice and counsel from teachers and archivists. The purpose of the unit is to introduce students to the process of historiography while highlighting social history of the early 1800's in the City of Albany. The unit includes the use of confessions, trial testimony, newspaper accounts, letters, and maps. Students act as detectives, examining documents, analyzing evidence and drawing conclusions. It involves the issues of slavery, womens rights, guilt or innocence, wealth and power, social classes, capital punishment, as well as painting an excellent picture of lifestyles during the era. Hopefully, other museums and historical societies can use this as a model for units using their collections.

Rebecca Watrous
Historic Cherry Hill
523 1/2 S. Pearl St.
Albany, NY 12203

NATIONAL ARCHIVES

The **National Archives** in Washington DC is the home for many of the nation's primary source materials. It is fitting that documents from the **Archives** be available to students so that they may understand how history is interpreted and written.

One successful program conducted by the **National Archives** is entitled "**Primarily Teaching**" workshop for teachers. It consists of an 8 day workshop on location at the **Archives**. Teachers come from all over the country and graduate credit is offered through the University of Virginia. The objectives of "**Primarily Teaching**" workshop are to:

(1) explain how an archives is organized and pointing out the differences between an archives and a library as a resource, (2) instruct teachers on how to use an archive, (3) to research the area of interest, (4) create a classroom lesson using a primary source from the archive, (5) share strategies for using historical resources and (6) develop methods of evaluating the project. During the workshop, teachers work together directed by the education staff, share interests, and offer assistance and encouragement to one another.

The teachers return to their classrooms equipped with many primary sources, sample classroom lessons, and an appreciation of the learning process. They also return to their respective schools knowing that content and skills can be taught using historical records.

Jan D. Schultz
Quince Orchard High School
Gaithersburg, MD. 20854

SIRS DOCUMENTS

Supplemental teaching units containing primary sources from the **National Archives** were selected to help students of U.S. history, government, civics, and economics to understand the process by which history is written and to develop analytical skills. The units were researched and written by Education Specialists of the **Education Branch** of the **National Archives**.

Each unit is a package of multi-media materials that serves as a complete classroom set. A unit contains about 50 reproductions of documents, charts, photographs, letters, drawings posters and other historical records. The Great Depression, World War II, the Truman Years, and Peace and Prosperity units also contain cassette tapes. Practicing teachers participate with the **Education Branch** staff in designing the units, and the exercises are tested in the classroom before final publication. Ten units have been produced;

The Constitution: Evolution of a Government

The Bill of Rights: Evolution of Personal Liberties

The Civil War--Soldiers and Civilians

The Progressive Years--1898-1917

World War I--The Home Front

The 1920's

The Great Depression and the New Deal

World War II--The Home Front

The Truman Years--1945-1953

Peace and Prosperity--1953-1961

Each unit includes a detailed teacher's guide containing developmental exercises to help the student examine the documents.

These activities are designed to accomodate a variety of teaching styles, student abilities, and time limits.

SIRS, Inc.
P.O. Box 2348
Boca Raton, FL. 33427

THE NEW YORK STATE HISTORICAL ASSOCIATION

Based in Cooperstown, New York, the **New York State Historical Association[NYSHA]** has a proven record of providing teachers with a range of historical records to use in instruction. The State Historical Association sponsors two Junior Historian programs, the Young Yorkers in grade 4 with over 14,000 members and the Yorkers in grades 6-12. These students deal with historical records in a variety of ways. The publications **Field Workbook Leaflets**, **Heritage Magazine** and the new **FOCUS** materials frequently use historical documents as a key part of the instructional materials provided to both teachers and students.

The **October Teacher Workshop** draws over 400 teachers from across the state and includes sessions on using historical records. The **Seminars on American Culture** recently featured a session "Using Historical Records in the Classroom". In both workshops, teachers are trained to use the **NYSHA** Library and Archive collections.

Bruce Reinholdt
Chief of Education
NYSHA
Cooperstown, NY 13326

ISSUES, PROBLEMS AND NEEDS

TEACHER EDUCATION

The New York State Curriculum requires the teaching of topics that inherently demand the use of archival materials. One of the most common obstacles to the effective use historical records is the lack of "how to" information. If teachers have not been introduced to the concept of using documents they will not be used. Most teachers do not know where to find nor how to use historical records. Most teacher training programs do not include instruction in archival access or use. They do not provide adequate focus upon historiographic methods or application. Once teachers begin their teaching careers there are few continuing education opportunities to learn about teaching with historical records.

TEACHERS AND ARCHIVISTS

Teachers do not always recognize the value of using historical records in their classrooms. The very term "archives" may connote dry, dusty, irrelevant old documents. The reality is that archives are exciting sources of "living history" and are immensely valuable teaching tools. There is a need therefore to raise the consciousness of teachers about the potential contribution of historical records to a broad range of educational objectives.

Traditionally, archivists have dealt with historians, genealogists, graduate level academics and other people who need to carry out historical, legal or governmental research but not with educators. Teachers and their students are strangers to most archivists, who do not always recognize or understand their special needs.

The State Education Department[SED] curricula, syllabi and other materials which define teaching objectives and scope are not circulated to archives, historical societies, libraries, museums, and other institutions that may hold historical records. Archivists are unfamiliar with state and local curriculum requirements and do not realize that their holdings would enhance the teaching of social studies and other subject areas.

Professional archival organizations provide little guidance to the archivist interested in educational programs. Professional educational organizations do not include archivists in discussions of educational objectives or in their communications network.

TIME AND MONEY

Time and money are always problems that have slowed the development of new ideas. In the case of teaching with historical records, teachers do not often have the money to travel to archival repositories such as Albany or Washington nor do they have money to copy documents.

Often, State Education Department[SED] syllabi are so broad that teachers find it difficult to cover all the materials. Teachers are reluctant then to spend a week or two on a unit or project using historical records merely to enrich the classroom experience. Furthermore, interdisciplinary projects take even more time to complete. Yet, the SED recommends that these types of projects are ideal for the middle grades and others. There are few programs and materials for teaching with historical records which meet the goals of the **Regents' Action Plan**, while not at the same time overburdening the teacher. In the past, many of the materials developed by archives have been perceived as material that would enrich the classroom experience. With the new emphasis on social history, archives education progresses beyond the realm of mere enrichment and becomes instead the core of a good program.

ACCESS

Most repositories have not developed adequate finding aids to describe their holdings. Even where finding aids have been created, copies are seldom furnished to educators. Moreover, finding aids may be difficult for teachers to interpret and use. There is an initial automated statewide historical records data base, the **"Historical Documents Inventory"**, but most teachers do not know about it and have not used it. This data is accessible only via printed guides which have limited circulation, or via the **Research Libraries Information Network [RLIN]** system. There are a limited number of RLIN members in the State of New York and there are costs for searching the data base. In addition, many repositories are open for only limited hours, making it difficult for teachers to visit in order to locate, study, and copy relevant documents.

ARCHIVES STAFF DEVELOPMENT

The job of an archivist is to preserve the records of the past and to make them available for research purposes. Archive managers allocate their resources to meet preservation and processing needs. Education, as an archival objective, is largely ignored. It is rare to find an archival institution with an education staff or budget.

CULTURAL IDENTITY

By careful selection of documents, the contributions and lives of all Americans can be viewed, including women, Blacks, Native Americans, and other minorities as suggested in the syllabus. Using local and family documents can give students a sense of pride in their community and family.

NETWORKING

Within the State of New York's cultural community there is no mechanism to coordinate the variety of resources and activities that exist. The services of the **State Education Department[SED]** are organized vertically and lack sufficient horizontal coordination. This serves to diminish the most effective use of resources and personnel. Bureaus within each division of the **State Education Department[SED]** may communicate among themselves; however the communication needs to be expanded more broadly, crossing division lines. For example, the work of the academic bureaus producing new curricula, such as the new social studies K-12 revision, should be clearly shared with the **Office of Cultural Education** and its constituencies for the mutual benefit of all. Cooperative efforts with higher education need fostering to assure continued connections between teachers in training and the availability of resources in cultural agencies. Local governmental and other cultural agencies also lack a structure to maximize the use of all their various resources and personnel. The newly legislated **Local Governmental Records Advisory Committee** has adopted a judicial district organizational structure to provide technical assistance to local government records repositories. This structure can be readily expanded to include technical assistance, meetings and programs that would bring together holders of records and the users of records. In addition, regional and statewide meetings need to be developed on an annual basis.

RECOMMENDATIONS

TEACHER TRAINING

There should be a system of mentoring, internship and fellowship for teachers and archival personnel.

Those teachers currently using documents in their classrooms would serve as mentors to their colleagues. Their participation as workshop leaders should be encouraged at **BOCES**, Teacher Centers, and the annual meeting of the **NYSCSS**. Historical agencies should cooperate with local school districts, colleges, universities in setting up fellowships or internships emphasizing the study and use of historical documents in classrooms. Archivists should be encouraged to work directly with teachers in their classrooms to fully understand their needs.

Teachers should be guaranteed release time to learn about, locate, study, copy and prepare archival materials for their classroom use.

In order to develop and include the use of documents in the classroom, Commissioners Regulations should provide appropriate preparation time for designated teachers to locate, prepare, and disseminate records and documents for classroom use. The new demands of the **Regents' Action Plan** necessitates all school districts' recognition of the need for expanded teacher preparation time outside of school.

Historical records custodians and people in charge of local government archival records should acknowledge and act upon their responsibility to actively encourage use of their materials by schools.

The mere preservation of documents is not enough! They must be placed in reach of educators and students. The files of these materials should not be left to researchers alone, but should be part of the life-long learning process of all of our citizens. The skills learned in school can be applied throughout life to enrich our appreciation of our common heritage.

Teacher training in the uses of historical documents should be done in concert with archivists and other document keepers. Teachers from different districts should also be encouraged to share resources (people and paper) and begin networking ideas that work. Local Boards of Cooperative Educational Services[**BOCES**] and historical societies should be responsible for establishing training and networking opportunities.

They must join with educational institutions to establish collaborative staff and programming. The **State Legislature** and the **Board of Regents** should establish the legal mechanism to facilitate this collaboration.

TECHNOLOGY

Attention needs to be given to emerging technologies and the many applications to the preservation, cataloguing, and greater dissemination and uses of records and documents. Funding should be provided to assure all New York's students equitable access to historical records and the emerging technologies that will increasingly hold them.

We have just begun to see technological applications in the use and storage of archival records. As the collection grows and teachers begin to use the materials in their classrooms, the potential of technologically sophisticated approaches might be explored. For example, documents might be scanned and stored on "Hypercard" stacks or on laser disks.

Plans for the emerging **Statewide Historical Records Database** should include provisions for easy access by teachers, ease of use, and for publicizing the existence of the **Database**.

Data bases in the classroom can be used to help draw generalizations and conclusions from information gathered. Files cataloguing materials can be located in each school. Students can learn to make slides from documents and learn to make their own slide shows and presentations. For example, census and death records as well as household inventories lend themselves to graphing on the computer.

ROLE OF THE STATE

The State Archives and Records Administration[SARA] should have additional staff and other resources to carry out the work of encouraging the educational use of historical records.

Currently, there is no one in an education position at the State Archives. Therefore, there is little use of the vast amounts of state material in the classroom. We recommend that a minimum of one new staff position be created by the **Board of Regents** to deal directly with educational needs.

A network of regional staff should be developed to work with teachers, administrators and archivists.

It is recommended that a **SARA** educational staff be established by the **Local Government Records Advisory Committee** to provide

regional assistance for teachers, administrators and archivists to link the various sources with the potential audience.

The State Archives and Records Administration[SARA] should take the lead in developing a program for training teachers in the educational use of historical records.

SARA is the primary state agency responsible for the collection and dissemination of documents. Therefore, we recommend the creation of a **Master Plan** for the State Archives to provide teacher training and educational support within 5 years.

The State Archives and Records Administration[SARA] should produce document packets based on its holdings, on statewide issues, themes, and developments, in consultation with curriculum experts, teachers and historians.

A team of consultants should be maintained to create relevant materials based on the various state syllabi. These instructional materials should be modeled after the work done by the Education Department at the National Archives and other highly successful programs.

A statewide advisory committee should be established by the New York State Council for the Social Studies[NYSCSS], New York State Historical Association[NYSHA], Capital District Council for the Social Studies[CDCSS] and other interested parties to develop more detailed recommendations, encourage cooperation, promote coordination, and develop strategies to support broader educational use of historical records.

This committee should include representatives of the various professional associations. Using these established networks, this committee would act as a liaison between the various groups(National Archives, State Archives, New York State Historical Association, Council for the Social Studies, Museums, etc). This Committee would also serve as a clearinghouse for information and ideas.

Within the Office of Cultural Education and the State Education Department, there should be regular consultation between the Office of Cultural Education personnel and personnel in the Social Studies and other curricular areas to encourage the maximum use of historical records and community historical resources.

The various components of the **State Education Department [SED]** must set the example for coordination and cooperation. By this

example, the **State Education Department[SED]** should extend the cooperative spirit to constituent groups and cultural agencies across New York State.

The State Education Department should develop requirements and guidelines for training social studies and other teachers which include introduction to techniques for teaching with historical records.

Teacher education courses should include training in the uses of documents and records. Practice teaching should offer opportunities in the use of documents in the classrooms of various grade levels. In-service education should encourage training sessions at Superintendents' Conferences, **BOCES** conferences, and Teacher Center workshops joining teachers with archives and other historical agencies emphasizing familiarity with and applications of using documents in the classroom.

In both the Documentary Heritage Program and the Local Government Records Improvement Program, educational use of historical records should be encouraged and supported.

One of the goals of these programs has to be the promotion of educational uses of the document collections around the State. There should be a **Documentary Heritage** grant that focuses on utilization of historical records in a broad range of school programs

FUNDING REQUIREMENTS

Funding should provide for teacher training in the educational use of historical records.

Funding of teacher training programs in this area will call for a commitment and action on the local, state and national levels. Cost sharing will be necessary for the full implementation of a successful program of using historical records in our schools.

Funds must be provided by Higher Education for pre-service teacher education in accessing and using historic documents.

Funds must be provided by local **school boards** and **BOCES** for inservice education of teachers in accessing and using historical materials.

State Education Department must increase funding to the **State Archives and Records Administration[SARA]** for the creation and maintenance of an Archival/Education staff.

Agencies like the **National Historical Publications and Records Commission** and **National Endowment for the Humanities** should provide increased funding for other archival institutions to assist

teachers in meeting educational objectives through the use of historical records.

Private foundations interested in preserving and using American history and heritage must be solicited for the funding of local and state history teaching programs.

State and local funds should be provided for training teachers and archivists to develop a mentoring program. Teachers and archivist mentors would then devote part of their time to others in the enhancement of the instructional program through the use of existing archival resources.

The State should establish "**Benjamin Franklin Fellows**" through a mechanism of matching fund grants. The Franklin Fellows would function in each Judicial District in cooperation with the **SARA** district office. The Franklin Fellows would spend their year of service developing teaching packets and technological applications that will make historical documents available throughout the State school system.

The State University should fund one "**Gutenberg Scholar**" in each teacher preparation college. Each Scholar would serve one year. Gutenberg Scholars would spend their year of service developing educational techniques and strategies for introducing documents into the classrooms. Gutenberg Scholars would be resource persons to other faculty on how to prepare students to utilize the archival resources of the State.

Historical records repositories should produce document packets based on their holdings, in consultation with teachers.

The document packets should include instructional guidelines and teaching strategies. Repository institutions and school districts lack funding for the basic task of creating teaching packets and similar materials from documentary collections that enhance the instructional process. Dedicated funding mechanisms should be built into the state aid formula that would assure the flow of resources to this collaborative task. State School Title funding must be provided to local school districts to be spent with local, state and national archival institutions for the creation of teaching packets and other similar materials, composed of primary sources, to be used in the classroom.

EXECUTIVE SUMMARY

INTRODUCTION

- Educators today face the challenge of helping students develop a sense of community and identity.
- As educators, we share a common belief that our past is the key to our future.
- Documents and records such as newspapers of the day, diaries, school records, books, inventories, ads, photographs, songs, early catalogs, and letters connect students with the past in the most direct means possible.
- History becomes personalized and can lead to an increase in family and community identity.
- The **Regents' Action Plan** makes significant demands for curriculum change and improvement.
- The New York State Social Studies program at each grade level identifies concepts, generalizations and skills that are the focus of study K-12. The emphasis throughout this revised curriculum is on social history.
- The interdisciplinary approach strongly recommended by the State Education Department[SED], can be effectively accomplished through the use of documents.
- The New York State Board of Regents and the State Education Department[SED] cannot expect teachers to use documents and records without providing a means to do so.

THE PURPOSE OF THE REPORT

- Networking of classroom teachers with archivists, librarians, museum educators, county, town and village historians, for the overall improvement of instruction while meeting the requirements of the **Regents' Action Plan for the Improvement of Elementary and Secondary Education** is the main issue addressed in this report.

EXECUTIVE SUMMARY

RECOMMENDATIONS

TEACHER TRAINING

- There should be a system of mentoring, internship and fellowship for teachers and archival personnel.
- Teachers should be guaranteed release time to learn about, locate, study, copy and prepare archival materials for their classroom use.
- Historical records custodians and people in charge of local government archival records should acknowledge and act upon their responsibility to actively encourage use of their materials by schools.

TECHNOLOGY

- Attention needs to be given to emerging technologies and the many applications to the preservation, cataloguing, and greater dissemination and uses of records and documents. Funding should be provided to assure all New York's students equitable access to historical records and the emerging technologies that will increasingly hold them.

ROLE OF THE STATE

- The State Archives and Records Administration[SARA] should have additional staff and other resources to carry out the work of encouraging the educational use of historical records.
- A network of regional staff should be developed to work with teachers, administrators and archivists.
- The State Archives and Records Administration[SARA] should take the lead in developing a program for training teachers in the educational use of historical records.

- The State Archives and Records Administration[SARA] should produce document packets based on its holdings, on statewide issues, themes, and developments, in consultation with curriculum experts, teachers and historians.
- A statewide advisory committee should be established by the New York State Council for the Social Studies[NYSCSS], New York State Historical Association[NYSHA], Capital District Council for the Social Studies[CDCSS] and other interested parties to develop more detailed recommendations, encourage cooperation, promote coordination, and develop strategies to support broader educational use of historical records.
- Within the Office of Cultural Education and State Education Department, there should be regular consultation between the Office of Cultural Education personnel and personnel in the Social Studies and other curricular areas to encourage the maximum use of historical records and community historical resources.
- The State Education Department should develop requirements and guidelines for training social studies and other teachers which include introduction to techniques for teaching with historical records.
- In both the Documentary Heritage Program and the Local Government Records Management Improvement Program, educational use of historic records should be encouraged and supported.

FUNDING REQUIREMENTS

- Funding should provide for teacher training in the educational use of historical records.
- Historical records repositories should produce document packets based on their holdings, in consultation with teachers.